U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Mr. Mark Okeson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mat-Su Career and Technical High School
(As it should appear in the official records)

School Mailing Address 2472 North Seward Meridian Parkway
(If address is P.O. Box, also include street address.)

City Wasilla State AK Zip Code+4 (9 digits total) 99654-6699

County Matanuska-Susitna Borough State School Code Number* 021080

Telephone 907-352-0402 Fax 907-352-0480

Web site/URL http://www.matsuk12.us/cte E-mail mark.okeson@matsuk12.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent*Dr. Deena Paramo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail: deena.paramo@matsuk12.us

District Name Mat Su Borough School District Tel. 907-746-9200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Susan Pougher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   21 Elementary schools (includes K-8)
   7 Middle/Junior high schools
   9 High schools
   11 K-12 schools

   48 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 4 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	78	64	142
10	67	63	130
11	58	35	93
12	44	33	77
Total Students	247	195	442

5. Racial/ethnic composition of the school:

15 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % White
0 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 33%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred ***from*** the school after October 1, 2013 until the end of the school year	128
(3) Total of all transferred students [sum of rows (1) and (2)]	140
(4) Total number of students in the school as of October 1	422
(5) Total transferred students in row (3) divided by total students in row (4)	0.332
(6) Amount in row (5) multiplied by 100	33

7. English Language Learners (ELL) in the school: 3 %
9 Total number ELL

Number of non-English languages represented: 5
Specify non-English languages: Hmong, Russian, Ukranian, Spanish, Filipino

8. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 116

Information for Public Schools Only - Data Provided by the State

The state has reported that 33 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 4 %
19 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2 Autism	1 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	13 Specific Learning Disability
2 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	29
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	94%	95%	94%	94%
High school graduation rate	95%	100%	100%	100%	100%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	81
Enrolled in a 4-year college or university	55%
Enrolled in a community college	18%
Enrolled in career/technical training program	4%
Found employment	15%
Joined the military or other public service	4%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes _ No X

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of Career and Technical High school is to help students figure out what they want to do after high school while they are still in high school. We further this mission by making our classes as relevant and as tied to industry as possible.

PART III – SUMMARY

Career Tech High School (CTHS) is a high school just like any of the other of our district's four traditional high schools in that most students enter our school in ninth grade and they graduate in twelfth grade, taking all their English, math, history, health, and physical education classes that they would take at their neighborhood high school.

However, when students have room in their schedule for electives, at CTHS students choose their electives from an array of courses that are focused on career exploration. There are five career pathways that students can explore at our school: Building, Business, Healthcare, Fitness, and Tourism. Our students select a pathway the way college students declare a major. However, students can change their pathway at any time with complete ease and no red tape. The rationale behind our freedom of pathway choice is that career exploration lends itself to both affirmation and rejection. Sometimes students discover that the sight of blood or the complication of insurance forms or the amount of post-secondary schooling is not for them; in that case, we want students to be able to freely take courses in another career field to see if they are more agreeable to those professions. This is a frequent occurrence and time well-spent, for figuring out what you do not want to be is as important as discovering what you do want to be.

We discovered on a school trip last year that a student having the freedom to change their pathway is quite unique to our school. In the schools we visited in the Las Vegas area, every career and technical school required a student to reapply to the school if they decided to change their career field. We hope to keep this flexibility for students, allowing them to explore and change their minds based on the career exposure they receive. We are very proud that although we, like many career and technical high schools, are an application school, we support students in allowing them to explore and change based on our curriculum and industry cooperation.

Although we are an application school, we are not a charter or magnet school. We are called a school of choice school, open to every student in our school district. With a fulltime enrollment of 463 students, our student body is representative of every attendance boundary, private school, and charter school in our district. Students apply, are interviewed, produce a writing sample, and supply two letters of recommendation. Just like a real-world interview, we look at everything individually and then at everything in conjunction, allowing the student to explain their strengths and weaknesses. We have every combination of student assets possible: high grades and low test scores, low grades and high test scores, strong recommendations and average grades, and weak recommendations and strong grades. We believe in and we adhere to the notion that students—like all people—deserve the chance to reinvent themselves at different times of their lives, that family situations can have adverse school consequences and that adverse school situations can have disturbing family consequences. This is why we interview every student to allow them and their parents to advocate for the uniqueness of their situation; and the skills of self-advocacy are certainly real-world skills that we seek to develop.

Last year we had nearly three hundred applications for a freshmen class of one hundred and fifty. We have a waiting list for our school and we enjoy a very good academic and technical skills reputation. In addition to our 463 fulltime students, there are 109 students from around our district who come to us to take advantage of just our part-time technical training courses, courses in construction, Cisco computer networking, personal training, nursing, or culinary. In short, we have a rich representation of students from around our school district who make CTHS part of their educational preparation.

Our school has been opened for eight years. We enjoy a very high level of maturity and stewardship in hallways and classrooms. In the eight years since we have been open, there has never been a student fight in our school, there is not one dented locker, and there is absolutely no graffiti on our walls. Students care for our building and each other in a very respectful, proud manner. We often encourage visitors to note that after a lunch period is over, you can barely spot a sandwich bag left on the dining tables. We encourage students to take care of their own business well and do a little bit for someone else. When we all pull our weight and take a little load off another person, we are then functioning as a true championship team. In short, our school climate is very positive and our parent involvement is quite high. Over 500 parents receive

weekly updates on school events and when we call for help our parent community is always very responsive and cooperative.

We are very proud of our school, our students, and our architecturally award winning building. In fact, next school year we will open to a new school addition that will allow us to expand our pathway offerings and admit even more students to our curriculum of traditional learning and career exploration.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our school's core curriculum follows our district guidelines for performance standards. In addition, we have initiated a school-wide curriculum map in each department that outlines our departments' content guarantees. A blend between Robert Marzano's guaranteed and viable curriculum and E.D. Hirsch's structured core curriculum, our curriculum map project seeks to take out the content variables that can occur in an undefined curriculum.

Many leaning outcomes are broad and not content specific. For example, one learning standard may read, "Students will study an array of significant figures and events in American history." Our curriculum map seeks to be content specific and state: students will know the American civil war years and the roles of Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Frederick Douglass, John Brown, and Appomattox Court House. In other words, we want to guarantee that any student—regardless of teacher—will have the mandatory minimum familiarity with those peoples, places, and terms that society would assume a student should know. We have taken the bold step to identify content that we want all students to have a working knowledge of before leaving each of our classes.

Too often, students' learning of facts is dependent on which teacher they received; we want to take the arbitrariness of that learning away and guarantee that, regardless of teacher, we can agree to certain content standards that every student should know. To help each content area ensure that they are collaborating on shared content, we have engaged in shared grading practices. All of our departments have collaborated so that each department member has the same grading categories and that each grading category is assessed with the same weight as each other's. We believe that curriculum and assessment go hand in hand, that what we teach needs to be very defined and, therefore, how we assess should be similar. Getting a school-wide curriculum map in place in each department has been a large undertaking, so, too, has a system of common grading practices. But these efforts have produced strong staff collaboration, prevented teaching in isolation, and given unity to teaching practices that all too often are left to chance.

For students performing below grade level, which is most commonly found in mathematics, we have support classes that allow students to be taught remedial math skills by the same teacher who teaches them their main math course. We also have academic assistance classes for students who need addition time or help to stay current and make progress.

For students performing above grade, our school has recently began offering Advanced Placement courses. Our rationale for AP courses was predicated on a presentation by Exxon Mobil who stated that although they could hire engineers from all over the world, hiring American students was a priority for them. And Exxon Mobil believes that the Advanced Placement curriculum is the control that assures students are ready for the engineering courses they will take in college and they therefore want to encourage schools to offer AP courses and they encourage and incentivize students to take them. Because our school is always responsive to industry needs, we embraced Exxon Mobil's desire to use Advanced Placement curriculums to ensure a prepared future workforce.

We are proud of the fact that our AP literature pass rate was the highest in our school district and our AP participation rates are increasing every year. Currently, we have 88 students enrolled in AP courses and we are adding an additional AP section next year. With engineering being the largest portion of our building pathway, this curricular change in response to Exxon's initiative is illustrative of how we use industry to inform our curriculum choices. We have made similar adjustments to curriculum based on input from the business, healthcare, and construction industries.

Currently, we are developing assessments to ensure competency between courses and grade levels. We are researching some existing academic measures at our local college to test the efficacy of our core curriculum. We rely on industry tests to assess our teaching in many other areas so using outside academic measures is very in keeping with how we design much of our school's curriculum.

As a Career and Technical High School, college and career readiness are of paramount importance. Most of our students are college-bound, with engineering and healthcare our two largest career pathways. In support of both of these pathways, math and science are critical parts of our curriculum. In addition to a strong core curriculum in math and science, our school has the district's most active science extracurricular offerings. We have teams who compete in Science Olympiad, Ocean Bowl, and Science Bowl. We have been state champions in each of these areas and this year we have won two of the three state competitions already (with Science Bowl yet to be contested).

2. Other Curriculum Areas:

As described in part one of this application, our school does not offer many of the visual or performing arts classes of a traditional high school. Although these are wonderful courses, our students take most of their electives in career exploration electives such as Intro to Health Occupations, Medical Terminology, Medical Math, Intro to Construction, Intro to Business, Entrepreneurship, Culinary Arts, and Careers in Fitness. Students explore careers in professions that they may pursue after high school.

Yet we still have traditional health classes, foreign language, and technology options. In physical education, students choose between Fitness Activity, Team Sports, Weight Training, and Health. Each of these courses focus on physical development and healthy nutrition and lifestyle choices. Yesterday, one of the substitutes in our building appraised our physical education courses this way:
Mr. Smith,
Your students were absolutely wonderful, a joy to be around and to share time with.

EVERY CLASS came in, started their warm-ups w/o delay and then we did our activity. Your TA's, who I would mention by name, but would misspell, all took a leadership role and further made my experience extremely unique in the substitute world.

Your outdoor rec class exemplifies it all. They come to class, get changed and go straight to work on their shelter. When I was here the first time it was about -15 with the wind chill. As you know, but to my surprise, nobody in any class, tried to take advantage of the Sub...

Congratulation to you and your school.

Best Regards,

Domonic Harper

Our foreign language program is one of the most sought-after programs in our school. Our teacher is a native of El Salvador and generates fantastic student interest. Our counseling department states that we could fill another teacher's schedule with all the requests they get for Spanish. And in keeping with our school's goal of making our information as practical and hands-on as possible, our foreign language students are traveling to Spain this spring to try their speaking skills out in a real world situation.

Our technology offerings are very extensive. From Desk Top Publishing and Technical Applications to N Plus Certification and Cisco Networking, our students have an array of courses that teach them both design and networking skills. In a similar vein, our building department includes course in Computer Aided Drafting, Digital Electronics, Principles of Engineering, and surveying. As an example of students using their learning, we currently have students from our business pathway working for our school district's Information Technology department.

As a career and technical high school, practical application and outside verification of curriculum relevance is of paramount importance. We pride ourselves in the fact that students never ask us that ever-present educator challenge from students: "When are we ever going to use this?" The question is a good one and it is every educator's goal to answer this query skillfully.
One way that we answer this question is to state that at CTHS our slogan is "We teach them, you test them."

By this we mean that we routinely employ outside measures of our students' preparedness through tests written and scored by outside experts. There are over thirty different certifications students can get at our school that show them that what they are learning is of value to the outside world. Be it an Advanced Placement exam or Cisco computer networking certifications, or industrial safety or certification from the State Board of Nursing, our students have scores of opportunities to test their skills as measured by real-world experts. People may question the integrity of grades, but they never question the certifications of industry. This use of outside industry to guide, enhance, and test the validity of our curriculum is a foundation plank in our platform of student preparedness and content relevance.

3. Instructional Methods and Interventions:

Our instructional goal is that student learning is either hands-on or part of our guaranteed and viable curriculum. Academic courses share grading and content goals. Direct instruction, cooperative learning, differentiated instruction, and project-based learning are seen in abundance every day in our classrooms. Our hands-on learning is something our parents and students cite as the most vibrant aspect of our school.

For example, last year the Alaska Wildlife Conservation Center contacted one of our science teachers who has been active in the Alaska Moose Federation and invited him to bring out a class to help in the culling of two buffalo from their preserve in Girdwood. Our teacher took his Alaska Wildlife class and a group of culinary students and traveled to Girdwood for the day so students could learn how to harvest the animal, how to care for the meat, and to bring back the buffalo skeleton to be processed into a teaching tool. The buffalo skeleton was then scraped, boiled, bleached, and then put back together again in a kit that our students and other schools use to teach about animal bone structure. This is called our animal in a box program and it is utilized by schools and organizations all over South-Central Alaska.

We were also allowed to bring back a portion of the harvested buffalo meat and our culinary kids learned wild game processing and cooking from this field trip. This is one of many example of hands-on learning to encourage student engagement. This is done in every pathway in our school.

In our building program, students designed a house with computer aided drafting technology and then other students built the house that our design students created. In a neighborhood close to our school, sits House Project #20, a student build house that we will sell and then reinvest the money to purchase a new lot and build another house. Moreover, in our Housing Concepts class, students made a to-scale model of the house our students built that sits in our construction classroom to teach future students what they will be building. The scale house comes apart so student can get a close up look of foundations, floor joists, walls, rafters, roofs, insulation, interior walls and exterior siding. Then our Interior Design class chose the interior colors, layout, and materials.

So in a nutshell, we employ all the various methods of instruction and utilize technology from computers, promethean boards, and 3D printers in all of our courses; however, the most distinguishing method of our school's curriculum is our reliance on hands-on learning.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Career Tech High School uses multiple measures to determine academic growth in Language Arts (reading and writing) and Mathematics. These measures include the Alaska State Standards Based Assessment (SBA), the Alaska State High School Graduation Qualifying Exam (HSGQE), the Northwest Evaluation Associations (NWEA), Measures of Academic Progress (MAP), and AIMSweb Assessments (Curriculum Based Measures and Reading/Math Comprehension Assessments).
The SBA is the state assessment used to determine Adequate Yearly Progress (AYP) as required by the Elementary and Secondary Education Act (ESEA). Student test results are categorized into four categories: Far Below Proficient, Below Proficient, Proficient, and Advanced. A designation of Proficient demonstrates meeting the standard. For AYP purposes, reading and writing are reported as one total score for Language Arts.

We are very proud of our data and its improvement. We have seen positive trends in every test-able area.

In Reading, our 9th graders have achieved a 2% increase in achievement at the proficient or advanced proficient level since the 2009/2010 school year. And while that increase may seem meager, it is made more impressive when it is considered that our data in 2009 was already at 96%. Here are our numbers for 9th grade reading (from our SBA data):
Reading 9th Grade
2009-10 96% Proficient or Advanced
2010-11 97% Proficient or Advanced
2011-12 98% Proficient or Advanced
2012-13 97% Proficient or Advanced
2013-14 98% Proficient or Advanced

Math is an area that has seen even more significant gains. Our 9th grade math data has seen a 10% improvement over the last five years, from 83% to 93%.
Mathematics 9th Grade
2009-10 83% Proficient or Advanced
2010-11 81% Proficient or Advanced
2011-12 89% Proficient or Advanced
2012-13 93% Proficient or Advanced
2013-14 93% Proficient or Advanced

After being in our school, for a year, our results increase. The below charts show a 10th grade reading improvement of 4% and a mathematics improvement of 21%.

Reading 10th Grade
2009-10 93% Proficient or Advanced
2010-11 94% Proficient or Advanced
2011-12 93% Proficient or Advanced
2012-13 94% Proficient or Advanced
2013-14 97% Proficient or Advanced

Math 10th Grade
2009-10 73% Proficient or Advanced
2010-11 86% Proficient or Advanced
2011-12 78% Proficient or Advanced
2012-13 89% Proficient or Advanced
2013-14 94% Proficient or Advanced

2. Assessment for Instruction and Learning and Sharing Assessment Results:

We utilize many forms of data for student placement, remediation, and acceleration. We use data to recognize school and student needs. For example, this year CTHS began printing D & F reports and contacting all parents with those struggling grades. At the end of semester one, there were only 3 students in our 9th grade with Fs. We think this intervention based on data was very successful and we plan to expand its use.

Data, teacher input, parental concern, or student-initiated requests for help are always well-received data and we act upon it to determine our level of intervention. Interventions take many forms, from student meetings to parent meetings, from computer-based classes as an alternative to traditional courses (APEX is our computer-based academic program) to MAP data and SBA reports, we are open to any information that can inform a change in classes, teaching, or school or parental supports. We have academic strategies courses that help students, we hold 504 meetings, IEP meetings, and we have courses that focus on social and emotional skills so as to equip students with tools to improve upon their skills of self-advocacy.

A new tool we piloted this year was developing an instrument for student course evaluations. Developed in partnership with the Student Government, we designed a series of questions that assess individual teachers and their courses. Similar to a college course evaluation, our instrument allowed students to provide feedback on how challenging, relevant, and engaging the course and instructor were. We piloted this new instrument in math and science and, based on the good feedback we received, we will expand this pilot school-wide. We use test data to inform our curriculum and approach to teacher, and we also use the voice of students to guide our ever-present pursuit of improvement.

Part VI School Support

1. School Climate/Culture

Career Tech has always put a priority that standardized good practice engages students. For example, our school has created an instructional model where all teachers have agreed upon certain instructional practices that are good for kids and promote a positive climate and productive teaching. The first part of our instructional model states that greeting kids at the door of every class is important. That initial welcoming of students shows individual care. Our instructional model goes on to list four other components that build both effective teaching and raise students' confidence in the planning and care teachers show students through common practices that ensure quality.

In keeping with our building's priority to ensure both good teaching and expert care for students personally, we have embraced a program entitled, Capturing Kids' Hearts. CKH is a program that asserts that students don't care what we know until they know we care. CKH is something our district has put a lot of energy and resources into and we are seeing its benefits at our school. Like our instructional model, CKH states that student engagement starts at the classroom door, greeting and giving kind remarks to students. CKH's essential mission is help create relational capacity, from teacher to student; teacher to teacher; teacher to principal (and vice versa); and educator to parent. CKH has a network of strategies including conflict resolution skills, team building skills, classroom social contracts of respectful behavior, and effective questioning techniques.

Also, for the past two years we have been developing an anti-hunger project called Hungry Kids, a program where staff, students, parents, and community members bring in food for teachers to have in their classrooms. These food deposits are a shame-free place that anyone can utilize, with us knowing full well that even though some kids who don't need the food may sometimes take advantage we also know that students who do need the food will consistently take advantage. This is how we have removed the adverse social stigma to getting kids nutritional help. Some studies report that as many as one in two children in the United States will experience hunger during their school years. This project is based upon the premise that hungry kids are not ready to learn.

For student recognition and effective team building, we piloted a student recognition assembly last school year that was remarkably successful. When students are recognized in front of their peers and parents, good behavior and work ethic traits are more likely to be replicated by others.

In addition to a fantastic parent group who is always looking for ways to show teacher appreciation (recognizing birthdays, celebrating accomplishments, and giving notes of thanks), all of our teachers are invited to be part of change in our building by being part of our building management team, a group that is voluntary and can be attend always or only occasionally. It's a small group that meets twice monthly to work on school improvement and staff morale. Staff has every opportunity to effect change in our building and they are as empowered as anyone to advocate change or improvement on behalf of students, parents, and faculty. We also show teacher respect by never having long, agenda-less meetings. Valuing teacher time is valuing their unique talents by not taxing their time unnecessarily.

2. Engaging Families and Community

Family and community outreach are an active part of our school. Every parent who has an email address receives weekly updates from the principal about school events, upcoming testing, and frequently asked questions. Parents are encourage to email, call, or drop by at any time. The principal gives out his direct office line, cell phone number, and home phone to all parents and encourages them to help us in the education of our students by letting us know what they learn at home that we should know at school.

We have student conference days in the fall and spring to help engage parents as well as open house events and school tours that all parents are welcome to attend. Every school event is open to parents and they are encouraged to attend for as long as they would like to put them at ease that our events are run well and are

safe, inviting, and healthy for students.

We have also established several business partnerships with business groups who are willing to help improve our school. Whether it's being a guest speaker, judging a skills contest, cooking a surprise breakfast for all students, designing student study spaces, or donating furniture to support our school-based business, we enjoy tremendous community support. Baily's Furniture, Hardy Heating, Northrim Bank, Mat-Su Regional Hospital, Mat-Su Health Foundation, The Alaska Veterans Pioneer Home, and the Alaska National Guard have all been active supporters of our school. Recently, Northrim Bank bought us tables and chairs to make our school's Tech Café more real world looking and they are helping us design a system of student attendance incentives. A few years ago, Baily's Furniture worked with our school's Student Government to design, select, and purchase furniture for the school, furniture that gives our school a warm campus atmosphere. Bailey's was wonderfully cooperative in giving our students a real world experience in furniture design and business negotiations. Our school recently worked with the City of Wasilla to host the Governor's Ball in Wasilla. Our culinary students prepared, delivered, and served a first-class menu for the 500-people event, an event that brought people from all over our community together who saw our students in action, practicing the professional skills they are learning in school.

College visits, technical school presentations, the presence of military recruiters, and military academy representatives are all a frequent presence in school and all groups we consider partners in providing students with the most encompassing career options as possible.

3. Professional Development

Our school's professional development consists of district-wide inservice days and building level inservice days. Much of our professional development deals with content guarantees, common grading, and developing student and staff emotional intelligence.

As shared above, this year saw a three days of professional development dedicated to learning and implementing the Capturing Kids' Hearts curriculum. For three days in August, our school meet with a professional from Texas who introduced us to how important it was—regardless of the subjects we teach—that empowering students with the knowledge that we know them, that we care about them, is the first essential step we need to establish before learning can take place. These were very involved days with very specific information about how to engage students and build rapport, what CKH calls "relational capacity."

Twice this year, CKH sent up a consultant to walk around our school and see the program in action. The consultant stayed for a couple hours and gave us feedback about what was working well and where we could improve. It was very structured and beneficial.

During our building's inservice time, which can include staff meetings and after school special topic meetings, we explore ways to analyze current district initiatives (such as Capturing Kids' Hearts) as well as building level improvements we can make. Recently we spend some building professional developing analyzing MAP score data, deciding if we are maximizing the results from two different testing sessions. We also spent significant building inservice time this year exploring the merit of student evaluations, discussing how we would get such data and how it could be used in a productive, ethical way.

Moreover, we developed a specific school improvement plan this year to try and prevent students from dropping out of high school, a school district priority. Although we only had one student who qualified as a dropout last year, we work with our Federal Programs department to develop controls that would make students less likely to dropout. Even though our dropout rate is low, we do not want to wait until it grows higher before we address it.

Analyzing test data, implementing district-wide initiatives, and cultivating our own curriculum alignment, developing our common grading practices, and furthering our assurances that we offer a guaranteed and viable curriculum are and mainstays of our approach to professional development.

4. School Leadership

At Career Tech, our principal's philosophy is that if you want to improve a school, you work on improving the adult relationships in school, that when you get the teacher turf right the students will benefit. Our principal cites this as his overarching philosophy of school leadership, a concept that was described in a book entitled Improving Schools From Within. Improving the adult relationships and working on collegiality is the most important asset any Career Tech staff member must agree to cultivate. Being good to each other is how schools improve.

Career Tech believes any shareholder has the power to influence change. Our principal often states that all members of our school community should know the five avenues for change in our building. New ideas, change, or improvement suggestions can come through the faculty, Student Government, our parents, the counseling department, or administration. We solicit ideas and information weekly through staff and parent notes that our principal writes, always inviting everyone to let us know what we should to improve our school and be aware of student issues. All Career Tech shareholders are given the principal's direct office line, cell number, and home number and are encouraged to call at any time that there is something that needs addressed.

In addition to weekly, informative emails to parents and staff, our meeting schedule is such that structured time is built in for staff input via our building management team. We have our staff meetings every other Wednesday and building management meets on the Wednesdays when there are not faculty meetings. Whereas faculty meeting attendance is required, building management meetings are voluntary and any staff member can bring any issue up for exploration. At our last building management meeting, a staff member suggested that our school's monthly pathway meetings might be better served if we substituted a career day instead. We discussed the possibilities and then took the idea to the faculty as a whole. The faculty is thinking about the idea and providing feedback to each other in their departments. We will make this decision later in the year, but this example is illustrative that building-wide changes can initiate with students, staff, parents, or faculty.

Our school leadership is also extremely organized. For example, instructional calendars are created that show every planned activity that might result in an interruption to instruction. The instructional calendar is always open for teacher input on what should appear there and by publishing the calendar, both students and staff can see all the planned events for the year. Very few events occur that teachers, students, and parents have not been informed about. All the year's major events such as testing, vacations, graduations, proms, school trips, and surveys are all listed so teachers can plan around such things. Administratively, there are very few surprises at our school.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** SBA
All Students Tested/Grade: 10	**Edition/Publication Year:** 2014
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	89	78	86	73
Advanced	23	17	25	22	17
Number of students tested	103	108	101	121	92
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	88	86	69	86	75
Advanced	3	11	23	17	8
Number of students tested	32	35	39	29	36
2. Students receiving Special Education					
Proficient and above	100	100	100	50	20
Advanced	0	0	25	0	0
Number of students tested	5	6	4	10	5
3. English Language Learner Students					
Proficient and above	0	100	0	0	50
Advanced	0	0	0	0	0
Number of students tested	0	1	6	2	6
4. Hispanic or Latino Students					
Proficient and above	100	100	100	50	100
Advanced	0	0	0	0	0
Number of students tested	5	5	2	2	3
5. African- American Students					
Proficient and above	100	100	100	100	0
Advanced	0	0	100	0	0
Number of students tested	1	1	1	1	0
6. Asian Students					
Proficient and above	100	100	50	100	50
Advanced	25	0	0	50	0
Number of students tested	4	2	2	4	2

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above	94	92	75	100	100
Advanced	19	33	25	43	0
Number of students tested	16	12	4	7	3
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	100	100	50	100	50
Advanced	25	0	0	50	0
Number of students tested	4	2	2	4	2
9. White Students					
Proficient and above	94	88	78	85	71
Advanced	26	16	25	20	19
Number of students tested	77	88	92	106	84
10. Two or More Races identified Students					
Proficient and above	0	0	0	100	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	1	0
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** SBA
All Students Tested/Grade: 9	**Edition/Publication Year:** 2014
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	93	93	90	82	83
Advanced	61	55	47	37	39
Number of students tested	134	124	114	104	132
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	91	85	94	72	85
Advanced	51	40	47	33	52
Number of students tested	45	40	34	36	27
2. Students receiving Special Education					
Proficient and above	73	100	90	80	58
Advanced	36	50	10	40	8
Number of students tested	11	4	10	5	12
3. English Language Learner Students					
Proficient and above	100	0	100	40	0
Advanced	0	0	0	10	0
Number of students tested	3	0	3	10	2
4. Hispanic or Latino Students					
Proficient and above	80	100	75	0	67
Advanced	60	57	50	0	33
Number of students tested	5	7	4	0	3
5. African- American Students					
Proficient and above	75	100	100	0	0
Advanced	50	100	0	0	0
Number of students tested	4	1	1	1	0
6. Asian Students					
Proficient and above	100	100	100	0	80
Advanced	43	80	60	0	40
Number of students tested	7	5	5	2	5
7. American Indian or Alaska Native Students					
Proficient and above	91	88	80	100	83
Advanced	48	71	50	0	33

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	23	17	10	3	6
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	100	100	100	0	80
Advanced	43	80	60	0	40
Number of students tested	7	5	5	2	5
9. White Students					
Proficient and above	95	92	90	84	84
Advanced	66	51	47	38	38
Number of students tested	95	93	94	97	115
10. Two or More Races identified Students					
Proficient and above	0	100	0	100	100
Advanced	0	0	0	0	67
Number of students tested	0	1	0	1	3
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** 2014
All Students Tested/Grade: 10	**Edition/Publication Year:** 2014
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	97	94	93	94	93
Advanced	39	36	43	36	39
Number of students tested	105	107	100	124	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	97	92	85	94	86
Advanced	30	23	33	32	41
Number of students tested	33	35	39	31	37
2. Students receiving Special Education					
Proficient and above	100	83	100	80	80
Advanced	0	0	25	0	0
Number of students tested	5	6	4	10	5
3. English Language Learner Students					
Proficient and above	0	0	67	50	33
Advanced	0	0	0	0	0
Number of students tested	0	1	6	2	6
4. Hispanic or Latino Students					
Proficient and above	100	100	100	100	100
Advanced	60	20	0	0	33
Number of students tested	5	5	2	2	3
5. African- American Students					
Proficient and above	100	100	100	100	100
Advanced	100	0	100	0	0
Number of students tested	1	1	1	1	1
6. Asian Students					
Proficient and above	100	100	100	75	100
Advanced	25	50	0	25	0
Number of students tested	4	2	2	4	2
7. American Indian or Alaska Native Students					
Proficient and above	100	100	100	100	100
Advanced	35	50	50	43	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	17	12	4	7	3
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	100	100	100	75	100
Advanced	25	50	0	25	0
Number of students tested	4	2	2	4	2
9. White Students					
Proficient and above	96	93	92	94	92
Advanced	39	36	44	37	38
Number of students tested	78	87	91	109	84
10. Two or More Races identified Students					
Proficient and above	0	0	0	100	100
Advanced	0	0	0	0	100
Number of students tested	0	0	0	1	1
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** SBA
All Students Tested/Grade: 9	**Edition/Publication Year:** 2014
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	98	97	98	97	96
Advanced	72	69	61	60	71
Number of students tested	134	125	117	105	133
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	96	95	97	97	100
Advanced	51	56	59	56	75
Number of students tested	45	39	34	36	28
2. Students receiving Special Education					
Proficient and above	91	75	100	100	92
Advanced	46	25	20	60	8
Number of students tested	11	4	10	5	12
3. English Language Learner Students					
Proficient and above	100	0	100	90	50
Advanced	0	0	0	10	0
Number of students tested	3	0	3	10	2
4. Hispanic or Latino Students					
Proficient and above	80	100	100	0	100
Advanced	80	86	50	0	67
Number of students tested	5	7	4	0	3
5. African- American Students					
Proficient and above	75	100	100	100	0
Advanced	50	100	100	0	0
Number of students tested	4	2	1	1	0
6. Asian Students					
Proficient and above	100	100	100	100	100
Advanced	86	80	60	50	100
Number of students tested	7	5	5	2	5
7. American Indian or Alaska Native Students					
Proficient and above	96	94	90	100	100
Advanced	65	77	60	0	67

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	23	17	10	3	6
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above	100	100	100	100	100
Advanced	86	80	60	50	100
Number of students tested	7	5	5	2	5
9. White Students					
Proficient and above	100	97	99	97	96
Advanced	74	65	61	62	69
Number of students tested	95	93	97	98	116
10. Two or More Races identified Students					
Proficient and above	0	100	0	100	100
Advanced	0	100	0	100	100
Number of students tested	0	1	0	1	3
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: